

NEVADA Connections

Produced by Community College Southern Nevada to connect resources for Nevada's adult workforce

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It's all on the Web ...

Performance and accountability ...

Results of ABE efforts in programs funded through AEFLA (the Adult Education and Family Literacy Act) are measured against performance levels outlined in Nevada's Five Year State Plan for Adult Education. For the last full year of data (2000-2001, which was year 2 of the Plan), Nevada's outcomes exceeded target percentages in all but one literacy level. The State also exceeded the average percentage of the western region of the United States in all outcomes except for two literacy levels. In English as a Second Language, Advanced High Level, Nevada's average was more than twice that of the regional average for 2000-2001.

Performance levels for years 4 and 5 (years 2002-2003 and 2003-2004) are currently being negotiated with the U.S. Department of Education. Nevada is proposing moderate increments to encourage continued improvement and success in the adult education programs. For more information visit Nevada's adult education home page at www.literacynet.org/nvadulted.

... and recognition of a job well done

Nevada's new Adult Basic Educator's Certificate of Performance honors instructors and tutors for their competence and performance. The Certificate is outcome-based, i.e., awarded based on the results practitioners and their students achieve, and is the only such program in the country. The system was designed for the AEFLA-funded programs and currently recognizes retention and outcomes measured by CASAS. For more information, visit www.literacynet.org/nvadulted.

The following educators were the first 25 to be awarded Nevada's ABE Certificate of Performance:

TMCC: **Claudia Bianca-DeBay, JoAnn Tucker Coleman**

WNCC: **Cheryl A. Diarte, Velveth Marty, Ewa McLean, Sharon Welch**

CCSN: **Ellen Closi, David Bruce Craig, Stelvin L. Downs, Maxine Engel-Muccigrosso, Michelle B. Flores, Gilberto Gamboa Jr., Mark Henderson, Heath A. Horvat, Richard Imon, Karen T. Katschke, Stephanie D. Lawton, Ruth Jean Moderhak, Daniel F. Pastorius, Robert Predmore, Fay Savedra, Clayton D. Sellers, Camella J. Sledd, Juan A. Verdes, Steven A. White**



Adult education logo reflects character of adult education

The bristlecone pine, Nevada's State Tree, is the Web site's signature graphic. The tree is hardy, drought resistant, and determined to grow where other things cannot.

State Teacher Training Coordinator Rachael Dilling noted, "The way that this marvelous tree survives is through adapting to extreme environments to which other trees could not. In crises such as fire, drought, or lightning the undamaged part of the tree will survive and remain healthy through gradual dieback of bark and tissue that conduct water. Even the oldest of these trees have the ability to produce seeds!"

"I chose the bristlecone pine as a symbol for Adult Education in Nevada," said Mary Katherine Moen, Nevada's Adult Education Consultant, "because it reflects tenacity, durability, and dedication to purpose."

More CTC money available soon

Be on the lookout for the announcement of the new \$15M Community Technology Centers (CTC) competition in the *Federal Register*, expected by early June. The program helps eligible applicants create or expand centers to provide disadvantaged residents of economically distressed urban or rural communities access to technology, along with the training to use it. This year's competition for one-year grants will feature a special emphasis on accountability, measurable outcomes, and research-based approaches. For more information, visit <http://www.ed.gov/offices/OVAE/AdultEd/CTC/index.html>.

During the past year, the Northern Nevada Literacy Council collaborated with the Washoe County Library System under a \$150,000 Community Technology Center Grant to provide instruction in pronunciation, technology, and employability skills. NNLC Director Vicki Newell reports that instructional labs are open at the organization's main Learning Center (680 Greenbrae Dr #222, Sparks) and at the main branch of the Washoe County Library (301 S. Center St., Reno).

Become a Certified Workplace Expert

If you're an adult educator moving into the field of workplace learning — or even if you've been there a while — James Madison University can build your credentials online. The university's new Workforce Development Campus is an Internet-based training "campus" providing certification for this type of activity. Virtual course selections include: Marketing Workforce Education Programs; Planning and Designing Workforce Programs; Organizational Assessment in Workforce Education; Curriculum Development; Instruction; and Program Evaluation for Workplace Education. See <http://www.jmu.edu/wdc/>.

Do you know who your legislators are?

For those of you who don't know or have forgotten, or if you're interested in a pertinent student activity, go to www.vote-smart.org. Click on "Candidates, Issues, and Much More." Enter your full zip code and you will see Nevada's elected officials (federal and state) for your district. Click on any name for biographical and contact information.



fall.

Participants in the recent "Focus on Resources" day, co-sponsored by the Nevada Adult Education Association and the State Literacy Resource Center, were so enthusiastic that NAEA and the SLRC are considering collaborating on another Focus Day in the

Blair Liddicott, President of the Mountain Plains Association, spoke at the NAEA business meeting and explained the many benefits of MPAEA membership, such as scholarships, funding for innovative projects, access to colleagues from the western states, etc. Nevada is to host the annual MPAEA conference April 23-25 next year at Boomtown (near Reno), an opportunity that comes around just once in eight years.

Helping hands are much needed for that conference! Contact Nevada's MPAEA Board Members, Vicki Newell or Julee Henson (see below for contact information).

Spring marks the beginning of the NAEA year, so to maximize your membership benefits, join now by sending your check for \$18 to treasurer Jeanie Thibault, CCSN, 2409 Las Verdes K1A, Las Vegas, NV 89102. Other officers for 2002-2003 are:

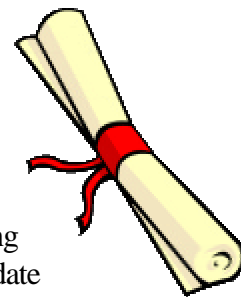
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	Dixie Tienken (rural)	775.728.4638	

GED NEWS AND NOTES

Feedback on acceptance of GED credential

According to a recent message from Joan Auchter, Executive Director of GED Testing Service, a 2001 College Board Survey with an 85% response rate indicated that 97% of all institutions of higher education accept the GED high school equivalency credential the same as they do a traditional high school credential.

The Society for Human Resource Management (SHRM) placed a survey question regarding GED acceptance on their homepage. The GED Testing Service plans to use this information to update the GED Fact Sheet. Joan suggests that you encourage your business partners to visit <http://www.shrm.org> and respond.



Passing rates

Of the first 25,000 candidates completing the test battery, 64% met the score requirement. The candidates' performance exceeds that of high school graduates by 4%. Candidates also outperformed high school graduates in reading (2%), social studies (3%) and science (5%). High school graduates have higher scores in writing (6%) and mathematics (7%). Note that this is a snapshot of the first 25,000 testers and the picture may change as the volume of candidates increases.

New curriculum available

TMCC's Val Lyons-Brady (775.829.9033, valbrady@thegrid.net) has developed a cross-discipline GED Program of Study consisting of 240 individual mini lesson plans. It may be used as a syllabus and teacher's guide for classroom, small group, or one-one tutoring situations. The Program is modular, i.e., each lesson plan is stand-alone and so can be used by itself or within the program format.

Other collaborators on the project included Jeanie Thibault (editing), Sharyn Yanoshak's mini-grant project (funding), and the State Literacy Resource Center. Susan Graf, the SLRC's literacy coordinator, will disseminate the 200-page project in hard copy to the AEFLA-funded ABE programs, family resource centers, and public libraries throughout the state; it will also be available on the Web (www.literacynet.org/nevada) and for borrowing from the SLRC. Contact Susan at 800.445.9673 or 775.684.3340, sfgraf@clan.lib.nv.us.

Methods That Matter

—Reprinted from the *Ohio Literacy Resource Center News*, Winter 2002

If you are looking for ways to increase your students' learning and energize your classroom, then *Methods That Matter: Six Structures for Best Practice Classrooms* by Harvey Daniels and Marilyn Bizar is a must read. The best practices described in the book follow the EFF philosophy of being purposeful, contextual, constructivist, and student-centered. They have been proven successful in a variety of settings with a wide range of learners. Although many of the book's examples describe K-12 classrooms, these best practices can be used with adult learners as well.

In the first chapter of the book the authors explain what makes an instructional method a best practice. Each of the next six chapters is devoted to descriptions and examples of best practices:

- Integrative Units — thematic, interdisciplinary inquiries, co-planned with students, drawing on knowledge and skills from across the curriculum.
- Small group activities — structuring collaborative pairs, groups, and teams that decentralize the classroom and individualize the curriculum.
- Representing-to-learn — engaging ideas through writing and art; exploring genres and media of expression as ways of investigating, remembering, and applying information.
- Classroom workshops — applying the studio-apprenticeship method with teacher modeling and coaching, student choice, responsibility, and exhibition.
- Authentic experiences — curriculum-centered ways of bringing life into school and students into the community for research and service.
- Reflective assessment — nurturing student reflection, goal setting, and self-assessment; widening the evaluative roles and repertoires of teachers.

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Connecting resources for Nevada's adult workforce

ESL: Getting started ...

“Beginning to Work with Adult English Language Learners: Some Considerations” is a recent ERIC® Q&A produced by the National Center for ESL Literacy Education (NCLE). Geared to teachers new to the adult ESL field, this four-pager answers the following questions: How do the principles of adult learning apply to adult English language learners? What do instructors need to know about second language acquisition? What do instructors need to know about culture and working with multicultural groups? What instructional approaches support second language development in adults?

... and humming along

“Using Music in the Adult ESL Classroom,” by Kristin Lems is the latest ERIC® Digest produced by NCLE. Neurologists have found that musical and language processing occur in the same area of the brain, and there appear to be parallels in how musical and linguistic syntax are processed.

Lems discusses this and other research and offers strategies for using music to teach adult ESL students. Listening, speaking, reading, writing, and vocabulary building activities are covered in the four-page document, which includes a page of references and additional resources.



These and many other documents are available free at <http://www.cal.org/ncle/DIGESTS> or by calling NCLE at 202-362-0700, ext. 200.